

***Draft* Test Specifications for Reading**

Tri-State New England Partner States

New Hampshire

Rhode Island

Vermont

Reading Assessment Overview

Test developers should design the Tri-State New England (TSNE) reading assessments for three testing sessions at each grade level. Each reading assessment will be designed to require no more than two hours of testing time at grades 3-5 and no more than two and a half hours at grades 6-8. Additional time in grades 6-8 will accommodate for the reading of somewhat longer text passages than those used at grades 3-5. While testing sessions at a given grade are expected to be of approximate comparable length, it may be appropriate to adjust the configuration of each testing session, based upon the grade level of students or length of text passages used for each session.

The assessment of reading comprehension presents unique complexities; the overall number of test items is driven by the length and type of reading passages and the number of items possible accompanying each passage. Passages for the reading assessment will be drawn from “authentic” text, whenever possible, and include both literary and informational texts. A series of questions will accompany each reading passage and may include initial understanding of text, analysis and interpretation of text, or a combination of both types of questions, especially for longer text passages. Each testing session will require students to read one long passage and one short passage, drawn from varying types of literary and informational texts (e.g., poetry, short story, expository, practical text, etc). Both common items and field test items will be included across the three testing sessions; however, it is the intent of the TSNE Partners to use only common items to derive individual student scores.

The total number of score points for the TSNE reading assessment will be approximately 52-60 score points, with about half of the points coming from multiple choice items and half from constructed response items. Common items will include a total of two long text passages and two short text passages. Long passages (e.g., multiple paragraphs or longer poems, as appropriate to grades 3-5) will include one passage derived from literary text and one from informational text. For each long passage, there will be approximately 8 multiple-choice and 2 constructed response items related to the passage. The shorter passages will include no more than four (4) multiple-choice items for each grade level and one constructed response item per passage at grades 3 -5 or two constructed response items per passage at grades 6-8. (See Appendix A of Draft TSNE Reading GLEs for a description of Suggested Texts by grade level.) *Bidders will address this test design and may include additional strategies for improving upon the proposed model.*

Additional test items related to word identification (at grades 3-5 only) and vocabulary (at all grades, 3-8) may be stand-alone items or be included as part of a bundle of items linked to one of the reading passages. Items assessing word identification and vocabulary may be either multiple choice or constructed response items. *Bidders will propose a strategy for including these items in the assessment design.*

There are a total of 8 TSNE Reading GLEs; no more than 7 Reading GLEs are assessed at any grade 3-8. (See Table 1.1 for breakdown of TSNE Reading GLEs by grade.) All TSNE Reading GLEs and Depth of Knowledge levels will be sampled with common items. Multiple test forms will include equating items and field test items.

Introduction

Draft TSNE Reading Test Specifications

These draft TSNE Reading Test Specifications were developed based upon preliminary discussions with partner states' assessment directors, the TSNE GLE development team for reading, and advice from Center for Assessment staff. Test Specifications will be reviewed by the ELA (reading and writing) content teams and by constituents of each of the partner states. Test specifications for reading will be modified consistent with these groups' recommendations before completion, by January 2004.

Alignment Considerations

The TSNE reading grade-level assessments are to be aligned with the TSNE test specification Reading GLEs. To the degree possible, alignment will consider:

- The specific reading content knowledge or skills identified in each TSNE GLE;
- The implied Depth of Knowledge (based on Webb) and the "ceiling" identified for each TSNE GLE;
- The selection of grade-appropriate text types (literary or informational) using authentic texts; (See Appendix A of supporting document, Draft TSNE Reading GLEs, for a description of suggested texts at each grade level.)
- The concept of increasing text complexity for passages chosen; (See Appendix C, of supporting document Draft TSNE Reading GLEs, for a description of increasing text complexity.)
- The Distribution of Emphasis identified across and within reading content clusters as described in the Balance of Representation Study; (See Appendix B of this document, TSNE Reading Test Specifications, for Balance of Representation Study data.)
- Special considerations, as outlined for the development of constructed response items to be used at grade 3, given that the TSNE reading assessment is proposed to be administered in the beginning of grade 3. (Please note that the fall grade 3 assessment will draw upon TSNE Reading GLEs for the end of grade 2.)

The TSNE Reading Test Specifications are organized into the following sections:

Test Specification Sections	Focus of Section	Pages
I. Design Features of TSNE GLEs	TSNE Reading GLE Content Clusters TSNE GLE Format and Development	5-8
II. Reporting Categories and Prioritization Strategies	Reporting Categories for Reading Prioritization Balance of Representation Distribution of Emphasis Depth of Knowledge Levels (DOK) Reading DOK “ceilings” for GLEs	8-17
III. Item Types and Test Design	Item Types: Multiple Choice and Constructed Response Special Considerations for Grade 3 CR items Overview of Grades 3-5 Design Overview of Grades 6-8 Design	18-22
IV. Administration Guidelines	Testing Times, Accommodations, Classroom Materials	23
V. Summary of Test Components, Rationales, and Bidder Flexibility	Review of Rationales for Each Test Component with Bidder Requirements and Flexibility	24-25
Appendices	A. Nature and Development of TSNE GLEs B. Balance of Representation Study for TSNE Reading Assessment C. References	26-33

I. Design Features of TSNE Reading GLEs

Criteria for the Nature and Development of TSNE GLEs are found in Appendix A of this document, Draft TSNE Reading Test Specifications. Potential bidders should carefully review the GLE development criteria.

A. TSNE Reading Content Clusters

TSNE Reading GLEs are organized into eight GLEs across six content clusters: (1) Word Identification Skills and Strategies; (2) Vocabulary Strategies and Breadth of Vocabulary; (3) Initial Understanding of Literary Text; (4) Analysis and Interpretation of Literary Text; (5) Initial Understanding of Informational Text; and (6) Analysis and Interpretation of Informational Text.

TSNE grade level assessments in reading for grades 3-8 will be administered in the fall of grades 3-8, drawing upon the reading GLEs from the previous grade. Table 1.1 indicates the number of GLEs to be assessed at each grade level, by reading content clusters.

Table 1.1: Number of TSNE Reading GLEs by Content Cluster and by Grade
(Draft December 2003)

Reading Content Clusters	Number of TSNE Reading GLEs by Grade						
	2/ Begin 3	3/ Begin 4	4/ Begin 5	5/ Begin 6	6/ Begin 7	7/ Begin 8	8/ Begin 9
R1 – Word Identification Skills and Strategies	1	1	1	0	0	0	0
R2, R3 – Vocabulary Strategies and Breadth of Vocabulary	2	2	2	2	2	2	2
R4 – Initial Understanding of Literary Text	1	1	1	1	1	1	1
R5, R6 - Analysis and Interpretation of Literary Text	1	1	1	2	2	2	2
R7 – Initial Understanding of Informational Text	1	1	1	1	1	1	1
R8 - Analysis and Interpretation of Informational Text	1	1	1	1	1	1	1
Total TSNE GLEs Assessed by Grade	7	7	7	7	7	7	7

B. Format of GLEs

The set of TSNE GLEs within and across a grade span and within a content cluster have specific features that test developers need to consider to assure alignment to TSNE Reading GLEs. The features include: (1) the “stem;” (2) specifics related to the stem; (3) differences identified between adjacent grade levels; (4) use of the conjunctions “and” and “or;” and (5) the intended use of EXAMPLES with some GLEs.

1. GLE Stems

Each TSNE reading GLE contains a **statement in bold** – the stem – at the beginning of the GLE. This statement identifies the big ideas related to the content cluster that the TSNE partner states have identified for inclusion in the large-scale state assessments. Collectively, these statements are designed to help “focus” the state assessment without narrowing local curriculum and instruction supporting student learning related to the GLE. The set of GLE “stems” within a content cluster provide a guide to maintain coherence in curriculum, instruction, and assessment. Stems are the same, or almost the same, across all grade levels. Notice that the stems are the same for grades 6 and 7 in the example in Table 1.2 on the following page.

2. Specifics Related to the Stem

Each unbolded portion of the GLE, in conjunction with the stem, identifies the specific content/skills and implied cognitive demand at a given grade level. Each GLE is coded for the content area, the GLE “stem” number, the specific indicator for that GLE stem, and the grade level. (E.g., “R5.2.5” means R (Reading) - 5 (5th GLE “stem” number) – 2 (the second specific indicator for that stem) – 5 (grade 5). Each “bullet” is coded only for ease of use and does not imply a hierarchy of skills or knowledge related to the GLE. *It is expected that each “bullet” will be sampled in the TSNE Reading assessment every year.* Notice that while the stems are the same for grades 6 and 7 in the example in Table 1.2, the descriptions in bullets across grades (R7.1, R7.2, R7.3 below the stems) are different. The differences in the unbolded parts of the GLEs reflect developmental and instructional differences at these grades.

3. Differences Identified Between Adjacent Grades

Differences between adjacent grades are underlined to indicate **new content or skills** being introduced for the first time at this grade level for large-scale assessment purposes. In the example in Table 1.2, students at grade 6 and at grade 7 are expected to obtain information from text using text features; however, students at grade 7 are expected to use transitional devices, such as numbering systems or white space, as well as transitional words and phrases required at grade 6, to locate information. Students at grade 6 are expected to answer questions related to central ideas or key details, while at grade 7, students will be asked to use information to answer questions or to state the central idea and provide supporting details for their responses.

Table 1.2 Format of TSNE GLEs

Grades 6 and 7 Draft TSNE GLE R8: Initial Understanding of Informational Text

Grade 6 (Beginning Grade 7)	Grade 7 (Beginning Grade 8)
<p>NEGLE-R7: Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <ul style="list-style-type: none"> • R7.1.6 Obtaining information from text features (e.g., transition words/phrases, table of contents, glossary, index, bold or italicized text, headings, graphic organizers, charts and graphs, illustrations, or subheadings) • R7.2.6 Using information from the text to answer questions related to central ideas or key details • R7.3.6 Organizing information to show understanding (e.g., representing key points within text through charting, mapping, paraphrasing, or summarizing) 	<p>NEGLE-R7: Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <ul style="list-style-type: none"> • R7.1.7 Obtaining information from text features (e.g., <u>transitional devices</u>, table of contents, glossary, index, bold or italicized text, headings, graphic organizers, charts and graphs, illustrations, or subheadings) • R7.2.7 Using information from the text to answer questions or state <u>the central idea and provide supporting details</u> • R7.3.7 Organizing information to show understanding (e.g., representing key points within text through charting, mapping, paraphrasing, or summarizing)

4. Use of Conjunctions – “and” and “or” – within GLEs

It is recognized that all aspects of TSNE reading GLEs cannot be sampled every year for large-scale assessment. The use of specific conjunctions in the TSNE reading GLEs is clarified for assessment development with the following intended meanings:

- “And” means that *to the extent possible*, elements within a GLE connected by “and” should be included in the assessment every year.
- “Or” means that items assessing those aspects of the GLEs can vary from year to year; any or all aspects are possible for inclusion.
- Additionally, in some cases, “or” is used when students have choices about how they will cite supporting evidence for their responses.

5. The use of EXAMPLES with some reading GLEs

In some cases, examples are included at the end of a GLE statement. “EXAMPLE” is in all capital letters to set it apart from the GLE statement. The examples are not part of the GLE, but serve to illustrate a sample test question, to provide greater specificity to a general GLE statement (e.g., listing grade-appropriate examples of figurative language), or to further clarify the intent of the GLE in some way. If some of the examples are underlined, it indicates that a new example is now “fair game” for assessment at this grade level. Examples are of a smaller grain size than the GLE statement and should not narrow the overall assessment or test item; however, examples will provide guidance in item development. (See sample items in Table 1.3.)

C. Sample Items to Illustrate GLE Features

To illustrate the intent and meaning of the GLEs and to exemplify some of the features of the item design considered to be most important – when “and,” “or,” or “EXAMPLES” are used – sample items and explanations are provided in Table 1.3.

Table 1.3 Illustrations of Some GLE Features (and, or, EXAMPLES)		
TSNE GLE	Key feature to be assessed	Sample item/explanation
Example 1.A Interpreting the use of “and” and “or” in TSNE Reading GLEs		
R5 2.7 Analyze and interpret elements of literary texts, citing evidence where appropriate, by... Describing characters’ traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters’ personalities or their changes over time	<p>The intent: Students will (1) describe character traits OR describe characters’ motivation, OR describe the characters’ interactions, AND (2) cite any or all of the following to support ideas presented in their responses – thoughts, words, OR actions that reveal characters’ personalities OR changes over time.</p> <p>In a single CR item, students could use one or several references from text (thoughts, words, or actions of characters) to fully support a response.</p>	<p>(CR) This poem by Langston Hughes tells about the accomplishments of freedom fighter and ex-slave Frederick Douglass. Read the poem, and then answer the following question:</p> <p>What does the poet most admire about Douglass? Use examples from the poem to support your response.</p> <p>Source: Adapted from NH, Released Common Items 2003, grade 6</p> <p>NOTE: The extent to which traits, motivation, AND interactions are asked for in a test question will usually be determined by the text passage chosen.</p>
Example 1.B Intent of use of EXAMPLES in TSNE Reading GLE wording		
R7.1.3 Demonstrate initial understanding of informational texts (expository and practical texts) by... Obtaining information, using text features (e.g., basic transition words, table of contents, glossary, bold or italicized text, headings, graphic organizers, charts, graphs, or illustrations) EXAMPLES: What words does the author want you to notice on this page? What is the last step of the directions?	<p>The intent: Identifying and using text features within text passages to obtain specific information.</p> <p>EXAMPLES included with the GLE provide some sample test questions to show the kinds of things that might be asked to assess this GLE.</p> <p>For this GLE, test items might ask <i>how</i> text features help the reader locate information or ask students <i>to use</i> the text features to find the specific information, such as a word’s definition. Item types often determine the Depth of Knowledge required by the item. (See samples #1 and #2.)</p>	<p>1. (MC) The author uses the headings in this article to help the reader find...</p> <p>a. page numbers. b. important dates. c. how things are alike or different. d. what a word means.</p> <p>This item asks students <i>how</i> text features help the reader locate information.</p> <p>2. (CR) Under which heading would you find two ways that animals are different from plants?</p> <p>The CR item, asks students to find specific information using the text feature and assesses whether the student knows what a heading is, in order to find the correct heading. A multiple choice item would provide headings to choose from and would also be appropriate for assessing this GLE, but have less cognitive demand.</p>

II. Proposed Reporting Categories and Prioritization for TSNE Reading Assessment

Individual student scores will include an overall reading score and three subscores. *Additionally, bidders are asked to develop a method for reporting a breakdown of school performance by (items related to reading applications for) literary and informational texts and any other diagnostic information that can be derived from the assessment.*

Table 2.1 below identifies the three reporting categories and the alignment with TSNE GLEs. Subscores will be based on common (non field-test) items. Each reporting category will include a minimum of 10 scoring points, sampling the corresponding TSNE GLEs.

Table 2.1: Proposed Reading Reporting Categories

Reporting Category	Corresponding TSNE GLE
1. Word Identification and Vocabulary Skills and Strategies (at grades 3-5 only) 1. Vocabulary Skills and Strategies : (at grades 6-8 only)	R1 – Word Identification Skills and Strategies (at grades 3-5 only) R2, R3 – Vocabulary Strategies and Breadth of Vocabulary (at all grades 3-8)
2. Comprehension: Initial Understanding of Literary and Informational Text	R4 – Initial Understanding of Literary Text R7 – Initial Understanding of Informational Text
3. Comprehension: Analysis and Interpretation of Literary and Informational Text	R5, R6 - Analysis and Interpretation of Literary Text R8 - Analysis and Interpretation of Informational Text

Prioritization and Distribution of Emphasis Across and Within Content Clusters

Prioritization strategies have been used by TSNE development committees to identify areas of greater or lesser (instructional and assessment) emphasis at each grade level, within and across reading content clusters. This included a Balance of Representation Study, identifying “ceilings” for Depth of Knowledge levels (based on Webb) for each GLE, and determining the Distribution of Emphasis for large-scale assessment.

Balance of Representation (Webb)

Prioritization of grade level expectations will apply an adaptation of the concepts in Webb’s Balance of Representation (BoR) criterion. “For the Balance of Representation criterion to be met, the degree of importance of different ideas given in the assessments and expectations should be the same.” (Webb, 1999) The TSNE Partners have identified the Balance of Representation across reading content clusters, grade-to-grade; and *to the degree possible*, expect this balance to be maintained across multiple test forms. (See Appendix B.)

Draft Test Specifications Tri-State New England (TSNE) Reading Assessment

BoR is influenced by the curricular emphasis at each grade level for each reading content cluster, the number of GLEs within a content cluster, the specifics (bullets) within each GLE, and whether there is an indication (in the GLE description) to include all aspects of GLEs every year, or only to sample some aspects of the GLEs. It is important to note that fewer GLEs within a content cluster at a given grade do not necessarily translate into a decreased emphasis on that knowledge or skill. For example, one GLE in the area of Word Identification Strategies may have a different emphasis than one GLE in the area of Analysis of Literary Text, at a given grade level.

Questions to guide prioritization for large-scale assessment in reading (Hess, 2003):

- 1) Is the concept or skill part of a big idea in the discipline? (E.g., Is “Demonstrating Initial Understanding of the Elements of Literary Text” a big idea of reading?)
- 2) Is the success on the concept or skill at a given grade essential for success in reading in subsequent grades?
- 3) Would the concept or skill be best assessed at an earlier grade, because success at that earlier grade is important for success at the given grade? (E.g., Should word identification and decoding be assessed at an earlier grade, because proficiency of decoding skills at the earlier grade would be a strong predictor of success at this later grade?)
- 4) Should the concept or skill continue to be assessed at a later grade for large-scale assessment purposes?
- 5) Is the concept or skill developmentally appropriate to be assessed at this grade? (E.g., at what grades would “identifying and critiquing use of literary devices for impact on reader” be appropriate?)
- 6) Is the concept or skill subsumed in other GLEs or parts of GLEs (bullets) at that grade level? (E.g., is the skill of distinguishing fact from opinion subsumed in the ability to evaluate the accuracy and quality of text based on possible bias?)
- 7) Are concepts or skills consistent with expectations for concepts and skills in other disciplines in given grades or subsequent grades (reading and writing across content areas, for example)?
- 8) Would the concept or skill be more appropriately assessed at the classroom level (e.g., use of self-correction strategies or fluency during oral reading)?

Draft Test Specifications Tri-State New England (TSNE) Reading Assessment

Distribution of Emphasis

Table 2.2 Represents a Distribution of Emphasis by Content Cluster for the TSNE Reading Assessment, based on a Balance of Representation Study (conducted in September 2003 with the reading GLE development team). *To the extent possible*, the items and points available for assessment will be distributed across reading content clusters and across GLEs within content clusters, consistent with the Balance of Representation.

Table 2.2: Distribution of Emphasis by Reading Content Cluster, based on Balance of Representation Study
(September 2003 – See Appendix B for Balance of Representation Study)

Reading Content Clusters (organized by Reporting Areas - in gray)	Approximate Percent of Assessment Score Points by Grade, for the beginning of grade...					
	3	4	5	6	7	8
Skills and Strategies: Word Identification and Vocabulary						
Word Identification Skills and Strategies -- R1	20	15	10	0	0	0
Vocabulary Strategies/Breadth of Vocabulary -- R2, R3	20	20	20	20	25	25
Comprehension: Initial Understanding of Literary and Informational Text						
Initial Understanding of Literary Text -- R4	20	20	20	20	15	15
Initial Understanding of Informational Text -- R7	20	20	20	20	20	20
Comprehension: Analysis and Interpretation of Literary and Informational Text						
Analysis and Interpretation of Literary Text -- R5, R6	10	15	15	20	20	20
Analysis and Interpretation of Informational Text -- R8	10	10	15	20	20	20
TOTALS	100% (52 points)	100% (52 points)	100% (52 points)	100% (60 points)	100% (60 points)	100% (60 points)

Notice in Table 2.2, the TSNE reading GLE development team recommends that at grade 3, **equal emphasis** will be placed on Word Identification Skills, Vocabulary Skills and Strategies, and Initial Understanding of Literary and Informational Text; **less emphasis** will be placed on Analysis and Interpretation of Text. Conversely, by grades 7 and 8, greater large-scale assessment emphasis should be shifted to Analysis and Interpretation of Text and greater emphasis should be placed on initial understanding of informational text than on initial understanding of literary texts. (See Appendix B, of this document, for more detail on the Balance of Representation Study and rationales for Distribution of Emphasis.)

Depth of Knowledge (DOK) Levels (based on Webb and Wixon)

The TSNE Partner states have drawn upon the work of Norman Webb to define descriptors to guide item development and classification of items. Use of Webb's Depth of Knowledge levels in all three assessments – reading, writing, and mathematics will strengthen consistency in item development and in reporting and communicating results across all three assessments.

DOK levels will be used to define “ceilings” (upper limit of assessment) for each GLE. Descriptors for Depth of Knowledge will be used to identify the “ceilings” and potential levels for assessment. The TSNE reading GLE development team will build upon Depth of Knowledge examples and descriptors in Table 2.3.

The TSNE Reading Assessment will only address Depth of Knowledge levels 1-3; level 4 should be addressed using local assessments only. Below is a general definition of the four Depth of Knowledge Levels for Reading, based on Karen Wixson's synthesis of Norman Webb's work on Depth of Knowledge Levels.

Overview of Depth of Knowledge Levels (DOK) in Reading

Level 1 requires students to use simple skills or abilities to recall or locate facts from the text. The focus is on basic initial comprehension, not on analysis or interpretation. Items require only a shallow/literal understanding of text presented and often consist of verbatim recall from text, or simple understanding of a single word or phrase.

Level 2 requires both initial comprehension and subsequent processing of text or portions of text. Important concepts are covered, but not in a complex way. GLEs/items at this level may include words such as paraphrase, summarize, interpret, infer, classify, organize, collect, display, compare, and determine whether fact or opinion. Literal main ideas are stressed. Items may require students to apply skills and concepts that are covered in Level 1.

Level 3 requires deep knowledge. Students are encouraged to go beyond the text and are asked to explain, generalize, or connect ideas. Students must be able to support their thinking, citing references from the text or other sources. Items may involve abstract theme identification, inferences between or across passages, students' application of prior knowledge, or text support for an analytical judgment made about a text.

Level 4 requires complex reasoning, planning, developing, and thinking most likely over an extended period of time, such as comparing multiple works by the same author or from the same time period. The extended time period is not a distinguishing factor if the required work is only repetitive and doesn't require applying a significant conceptual understanding and higher-order thinking. Level 4 assessments will be done only at the local level.

**Table 2.3: Sample Depth of Knowledge Level Descriptors for Reading
(draft K. Hess, Center for Assessment/NCIEA, 2003)**

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Read words orally in isolation • Read words orally in connected text • Read multi-syllabic words • Locate or recall facts or details explicitly presented in text • Identify or describe characters, setting, sequence of events • Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words • Select appropriate words to use in context (e.g., content-specific words, shades of meaning) when intended meaning is clearly evident 	<ul style="list-style-type: none"> • Use context cues or resources to identify the meaning of unfamiliar words • Predict a logical outcome based on information in a reading selection • Make basic inferences or draw basic conclusions about information presented in text (e.g., According to this report, what caused ...?) • Recognizing appropriate generalizations about text (e.g., possible titles, main ideas) • Identify and summarize the major events, problem, solution, conflicts in a literary text • Determine whether a text is fact or fiction • Distinguish between fact and opinion • Describe the characteristics or features of various types of text • Obtain information using text features of informational text (e.g., Table of Contents, sidebar, chart) • Organize information presented in informational text using mapping, charting, or summarizing • Locating information to answer questions related to explicit or implicit central ideas in informational texts • Identify use of literary devices (e.g., imagery, idioms, exaggeration, alliteration, etc.) 	<ul style="list-style-type: none"> • Explain, generalize, or connect ideas, using supporting evidence from the text or from other sources • Draw inferences about author's purpose, author's message or theme • Make and support inferences about implied causes and effects • Describe how word choice, point of view, or bias affects the interpretation of a reading selection • Summarize or compare information within and across texts • Analyze interrelationships among elements of the text (plot, subplots, characters, setting) • Analyze or interpret use of author's craft (literary devices) to analyze or critique a literary text

Depth of Knowledge as a ceiling NOT a target

An important aspect of the TSNE grade level assessment design is to use the highest Depth of Knowledge demand implicit in a GLE as the “ceiling” for assessment, not the “target.” Why is the distinction between “ceiling” and “target” important? If one assessed only at the “target,” all GLEs with a level 3 as their highest demand would only be assessed at level three. This would potentially have two negative impacts on the assessment: 1) The assessment as a whole would be too difficult; and 2) important information about student learning along the achievement continuum would be lost.

Draft Test Specifications Tri-State New England (TSNE) Reading Assessment

In order to avoid these potential negative effects, the TSNE Reading Assessment is specifying the ceilings for each TSNE GLE with the potential distribution of Depth of Knowledge levels for item development. *To the extent possible and practicable*, GLEs with a Depth of Knowledge level of 3 should be assessed at least at a level 2, and, whenever possible, at a level 1 as well.

Table 2.4 provides examples of TSNE GLEs in reading with different “ceilings” - the highest Depth of Knowledge level at which a GLE should be assessed. When considering the highest Depth of Knowledge level as the ceiling, not the target, the GLE has the potential to be assessed at Depth of Knowledge levels at the ceiling and/or up to the ceiling depending on the demand of the GLE.

Table 2.4 Sample TSNE Reading GLEs with Ceilings for Depth of Knowledge

TSNE Reading GLE	GLE Ceiling	Potential DoK Levels for Assessment
NE GLE-R1: Applies word identification/ decoding strategies by ... R1.1.3 Identifying multi-syllabic words (e.g., three syllables) by using knowledge of sounds, syllable types, and word patterns (including <u>prefixes</u> , and suffixes)	1	1 (Knowledge of sounds, syllable types, word patterns)
NE GLE-R2.1.5: Uses strategies (e.g., knowledge of word structure, including prefixes/suffixes and base words; context clues; other resources, such as dictionaries or glossaries; or prior knowledge) to help identify the meaning of unfamiliar vocabulary. (Assumes increasing and grade-appropriate text complexity; see Appendix for sample titles of grade-level text.)	2	1 (Knowledge of word structure) 2 (Use of context clues and resources, such as dictionaries to unlock meaning)
NE GLE-R5: Analyze and interpret elements of literary texts, citing evidence where appropriate by... R5.1.5 Predicting logical outcomes and drawing inferences R5.2.5 Describing characters’ physical characteristics, personality traits, or interactions, citing thoughts, words, or actions that reveal characters’ personalities or <u>their changes over time</u> R5.3.5 Making inferences about problem, conflict, or solution; or analyzing the relationship among elements within text (plot, character, setting) R5.5.5 Identifying the author’s message or theme (<u>stated or implied</u>) (Assumes increasing and grade-appropriate text complexity)	3	1 (Describing characters’ physical characteristics, thoughts, words, or actions) 2 (Predicting a Logical outcome; identifying author’s message or theme) 3 (Making inferences about problem, solution, or conflicts; using supporting evidence from text)

Draft Test Specifications Tri-State New England (TSNE) Reading Assessment

Examples of Reading Assessment Items at DOK Level 1, 2, and 3

Each sample item included in the reading test specifications is accompanied by the following information:

- Grade Level
- Item Type
- TSNE GLE alignment
- Supporting information about Skills and Concepts
- Depth of Knowledge Level

Grade Level:

Item Type: Multiple Choice or Constructed Response

Alignment to GLE:

GLE # X – TSNE GLE stated with stem in bold.

Supporting information about the design related to reading skills and concepts.

Depth of Knowledge: Level ---: Appropriate descriptors from Table 2.3 that match the sample item.

Examples of items (2.a, 2.b, and 2.c) on the following pages are provided to illustrate item types and items sampling different DOK levels.

Example 2.a – Level 1

Students are asked to read the informational passage *On My Own With Alex*, by Phyllis Burdge and then to answer the following question. The correct answer is marked in **bold**.

The disease multiple sclerosis affects

- A. the kidneys.
- B. bones.
- C. muscles.**
- D. the stomach.

Grade Level: 6th Grade

Item Type: MC

Alignment to GLE R7.2.5 Demonstrate initial understanding of informational text by... using information from text to answer questions related to central ideas or key details.

Supporting information about the design related to reading skills and concepts: Students go directly to text to find the correct response from those given.

Depth of Knowledge: Level 1 – in this example the student is required to read the passage and recite information.

Source: Adapted from Vermont draft test specifications, 2003

Draft Test Specifications Tri-State New England (TSNE) Reading Assessment

Example 2.b – Level 2

The story about the “fuzzy” shows that Alex

- A. does not have much patience.
- B. finds things very easily.
- C. can sense what his owner needs.**
- D. is always ready to play.

Grade Level: 6th Grade

Item Type: MC

Alignment to GLE R5.2.5 Analyze and interpret elements of literary texts, citing evidence when appropriate by... Describing characters’ physical characteristics, personality traits, or interactions, citing thoughts words, or actions that reveal characters’ personalities or their changes over time.

Supporting information about the design related to reading skills and concepts: The student is asked to read a passage and make inferences or draw conclusions based on the characters’ actions, words, or interactions. The student is not asked to cite words or actions to support the response.

Depth of Knowledge: Level 2 – Make inferences or draw conclusions based on information presented in the text.

Source: Adapted from Vermont draft test specifications, 2003

Example 2.c – Level 3

When the author says, “The dogs’ love and loyalty are transferred from the trainers to the owners,” what does she mean? Use evidence from the text to support your answer.

Grade Level: 6th Grade

Item Type: CR

Alignment to GLE: R8.3.5 Analyze and interpret informational text by... drawing inferences about text, including author’s purpose or message; or forming and supporting opinions/judgments and assertions about the text that are relevant.

Supporting information about the design related to reading skills and concepts: The student is required to read the passage, interpret the message in the text, and cite evidences from the text to support the answer.

Depth of Knowledge: Level 3 – Explain, generalize, or connect ideas and cite evidences from the text to support response

Source: Adapted Vermont draft test specifications, 2003

Table 2.5: Reading DOK “Ceilings” for TSNE Reading GLEs

TSNE Reading GLEs (organized by reporting areas - in gray)	DOK Ceilings for Beginning of Grade...					
	3	4	5	6	7	8
Skills and Strategies: Word Identification and Vocabulary Skills						
Word Identification Skills and Strategies -- R1	1	1	1	-	-	-
Vocabulary Strategies - R2	2	2	2	2	2	2
Breadth of Vocabulary - R3	2	2	2	2	2	2
Comprehension: Initial Understanding of Literary and Informational Text						
Initial Understanding of Literary Text – (Elements of literary Texts) R4	1	2	2	2	2	2
Initial Understanding of Informational Text – R7	1	2	2	2	2	2
Comprehension: Analysis and Interpretation of Literary and Informational Text						
Analysis and Interpretation of Literary Text -- (Elements of literary Texts) R5	2	2	3	3	3	3
Analysis and Interpretation of Literary Text -- (Author’s Craft) R6	-	-	-	3	3	3
Analysis and Interpretation of Informational Text – R8	3	3	3	3	3	3

III. Item Types and Test Design

A. Item Types

There will be 2 types of items on the reading assessment: selected response/multiple choice and constructed response. The assessment will include approximately 52 score points at grades 3-5 and 60 score points at grades 6-8. Approximately half of the score points coming from multiple-choice items and half of the score points coming from constructed response items. The majority of items will be presented in conjunction with a long or short text passage. Items assessing word identification and vocabulary strategies may be of either item type and may or may not be linked to the text passages.

Table 3.1 Item types for TSNE Reading Assessment

Item Type	Description	Points
Multiple Choice (MC)	Multiple choice items are test items in the form of a statement or a question (stem) followed by four possible answers (options). Options are comprised of 1 correct answer and 3 incorrect answers (distractors). Each of the distractors will be possible answers and may reflect common errors; however, there will be only 1 correct answer (identified on answer key). Students are not penalized for incorrect answers.	0, 1
Constructed Response (CR)	Constructed Response test items require students to generate an answer that is stated in writing or explained by a diagram, a chart, or by some other evidence of their thinking or reasoning. Response time for CR items is approximately 8 - 10 minutes per item. Each item is assessed using a 4-point item-specific analytic scoring rubric.	0, 1, 2, 3, 4 (Points for 4-point items, with score points for parts of items correct, as defined in scoring rubric)

B. Special Considerations for Grade 3 Constructed Response Items

TSNE partner states have identified two item types – multiple choice and constructed response - for use in the TSNE Reading assessment. There are concerns, however, with administering a fall assessment in grade three as it relates to *all* students' ability to formulate and express their ideas in writing. Generally speaking, CR responses should require no more than 1-3 sentences, a list of words, or a labeled drawing or diagram. The list below describes some considerations for developers to keep in mind when designing CR test items for grade 3.

1. Length, text structure, language structure, and vocabulary used in prompts

Here is a sample of a test prompt appropriate to grade 3 that keeps length of sentence short and difficulty of language at a minimum:

According to the author, what does the river do?

(Source: NH Released items 2002, grade 3)

2. Consistent phrasing and format of test items throughout the test

In the sample prompt above, consistently using the phrase “according to the author” will benefit many challenged readers at grade 3.

3. Size of print and ample space for response, especially if drawing the response is an option.

4. Use of supporting graphics or visuals

Graphics and visuals should accompany items if the visual clearly links to the type of response required, such as a simple labeled graphic organizer used to structure the way information will be provided by the student. No extraneous or distracting visuals should be included with items.

Sample graphic organizer for grade 3:

Two characters from the story are listed below.

Find words from the story that describe each character.

Write the describing words in the boxes after the character's name.

Character's Name	Write words that describe the character
1. John	
2. Fluffy	

Draft Test Specifications Tri-State New England (TSNE) Reading Assessment

5. Responses should be able to be adequately answered with a minimum number of sentences, making lists, completing tables, drawing a picture, or marking the text passage.

Items might prompt students to “draw or write your answer here,” if appropriate. Items might ask students to write in test booklets to circle their support in the actual text.

6. Scaffolding student responses by breaking a question into parts or calling attention to key words or phrases in the item.

Sample #1: (Note that language from the first part is repeated in the second part.)

After you read this news story, answer these questions:

Part 1: What kind of animal is described in this news story?

Part 2: List two facts the news story tells you about the animal.

Sample #2: (Note that key word is also in capital letters to call attention to the focus of the question.)

Read the first two lines of the poem.

Part 1: What information in these first two lines is DIFFERENT from the rest of the poem?

Part 2: Explain why you think the information different?

(Source Adapted from NH released items, 2003, grade 3)

Sample #3 (Note use of organizer and key words in capitals.)

Read this story. Then *draw or write your answer* to the questions in the boxes below.

Part 1: How did squirrel and the other animals feel DURING the blizzard?

Part 2: How did squirrel and the other animals feel AFTER the blizzard?

(Source Adapted from NH released items, 2002, grade 3)

DURING the blizzard	AFTER the blizzard

Table 3.2 Overview of Score Points, Item Types, and Testing Times for Grades 3-5

Three Testing Sessions for Reading: 2 Hours (for grades 3-5) Specific time frames for testing sessions may differ, depending upon grade level and text passages.						
Item Types	Estimated Time/Item	Common Items	Matrix Items (Field Test or Equating)	Number of Points/student (All from Common items)	Total Number of Items per Student	Testing Time (2 hours = 120 min.)
Selected Response MC (1 point)	1 minute	28 (24 MC with short & long text passages + 4 MC for word ID/vocab)	4 or 8 (depends on short or long text passage)	28	32-36	36 minutes (28 min. for Common Items)
Long Constructed Response (4 points)	8-10 minutes	6 (4 CR for 2 long passages + 1 CR for each of two short passages)	0, 1 or 2 (depends on text passage used and/or use of MC or CR)	24	6-8	60-80 minutes (60 min. for Common Items)
Totals		34	2-8	52	40-42 (34 common items)	96 -108 min. (88 min. for Common items)

Table 3.2 illustrates an overview of the proposed test design for grades 3-5. The total number of score points for the TSNE Reading Assessment at grades 3-5 will be approximately 52 score points, with about half of the points coming from multiple choice items and half from constructed response items. Each student will have a total of two long passages – one from literary text and one from informational text. For each long passage, there will be approximately 8 multiple-choice and 2 constructed response items related to the passage. Two short passages - one from literary text and one from informational text - will each include no more than four (4) multiple-choice items and one constructed response item at grades 3 –5. ***Bidders will address this test design and may include additional strategies for improving upon the proposed model.***

Additional items related to Word Identification (at grades 3-5 only) and Vocabulary Strategies (at all grades, 3-8) may be stand-alone items or included as part of a bundle of items linked to one of the reading passages provided. These items may take the form of either selected response or constructed response. Table 3.2 above includes 4 additional MC items for illustration purposes. ***Bidders will provide a strategy and item design for assessing Word Identification and Vocabulary Strategies at grades 3-5.***

Table 3.3 Overview of Score Points, Item Types, and Testing Times for Grades 6-8

Three Testing Sessions for Reading: 2.5 Hours Total (for grades 6-8) Specific time frames for testing sessions may differ, depending upon grade level and text passages.						
Item Types	Estimated Time/Item	Common Items	Matrix Items (Field Test or Equating)	Number of Points/student (All from Common items)	Total Number of Items per Student	Testing Time (2.5 hours = 150 min)
Selected Response MC (1 point)	1 minute	28 (24 MC with short & long text passages + 4 MC vocab)	4 or 8 (depends on short or long text passage)	28	32-36	36 minutes (28 min. for Common Items)
Long Constructed Response (4 points)	8-10 minutes	8 (2 CR/each of 4 text passages)	0 or 2 (depends on text passage and/or use of MC or CR)	32	8-10	80-100 minutes (80 min. for Common Items)
Totals		36	2-8	60	42-44 (36 common items)	116-136 min. (108 min. for Common items)

Table 3.3 illustrates an overview of the reading test design for grades 6-8. The total number of score points for the NEC reading assessment at grades 6-8 will be approximately 60 score points, with slightly less than half of the points coming from multiple choice items and slightly more than half from constructed response items. Each student will have a total of two long passages – one from literary text and one from informational text. For each long passage, there will be approximately 8 multiple-choice and 2 constructed response items related to the passage. Two short passages - one from literary text and one from informational text -will include no more than four (4) multiple-choice items and two constructed response items at grades 6-8. ***Bidders will address this test design and may include additional strategies for improving upon the proposed model.***

Items related to Vocabulary Skills and Strategies may be stand-alone items or included as part of a bundle of items linked to one of the reading passages provided. These items may take the form of either selected response or constructed response. Table 3.3 above includes 4 additional MC items for illustration purposes. ***Bidders will provide a strategy and item design for assessing Vocabulary Strategies at grades 6-8.***

IV. Administration Guidelines for TSNE Reading Assessment

- A. Testing time – The reading assessment will be designed as a “power test” rather than as a timed test. Students will be permitted to continue working as long as they are productively engaged, as determined by the test monitor. There will be three testing sessions of approximately 40 minutes each in grades 3-5 and 50 minutes each in grades 6-8. It is assumed that testing sessions will occur on different days. Slight variations of length of testing sessions may be necessary based on age of students and/or length of text passages. For younger students, short breaks may be provided between parts of the test during a single testing session, but should not take away from the overall testing time. Notwithstanding the above provisions, the reading assessment will include time for instructions and test logistics.
- B. Accommodations – The states of New Hampshire, Rhode Island, and Vermont will provide a set of protocols for Accommodations for statewide testing.
- C. Use of classroom materials –The TSNE partner states are currently working to establish a policy for use of classroom materials – such as dictionaries – during administration of the TSNE reading assessment. These protocols will be included in the final test specifications.
- D. Other – Except as explicitly stated or prohibited in these test specifications, or elsewhere in state policies, regulations, or laws, schools may follow local policies, procedures, and protocols.

V. Summary of Rationales for Test Components and Bidder Flexibility

Below is a summary of the components of the test specifications for the TSNE Reading Assessment and bidder requirements and flexibility related to each component.

Table 5.1: Test Components, Rationales, and Bidder Flexibility

Components of Reading Test Specifications	Rationale	Bidder Flexibility
Content Clusters and Reporting Categories (See Sections I and II and TSNE Draft GLEs in Reading)	The content clusters and reporting categories are commonly accepted organizations of reading content and skills and will provide valuable instructional/curricular feedback.	<ul style="list-style-type: none"> • The 3 reading content clusters identified will be used as sub-reporting areas. • Raw scores or percent of points earned shall be reported for content clusters that have 10 or more score points. • Bidders should provide methods of reporting the raw data for the content clusters, any diagnostic information that can be derived from the assessment, and for reporting school-level data on application of reading skills to literary and informational texts.
Distribution of Emphasis across content clusters and GLEs within content strands, based on Balance of Representation (See Section II and Appendix B)	The Distribution of Emphasis was established to provide a distribution of items across a form that would result in stable forms year-to-year AND reflect recommended assessment emphasis in relationship to the TSNE GLEs.	<ul style="list-style-type: none"> • Some aspects of each TSNE Reading GLE should be assessed every year. • The distribution of items across the content clusters should be consistent (to the degree possible +/- 5%) with the recommended TSNE Distribution of Emphasis for each grade. • The TSNE Partners would not expect that the number of items/score points across GLEs be rigidly adhered to from year to year, but does expect that the relative emphasis be attended to in sampling. Because the TSNE Partners are interested in some GLEs being assessed deeper or more thoroughly than others, TSNE Partners would not accept a GLE designated as low emphasis receiving high emphasis, and vice versa. • The relative balance as reflected by the number of points possible will potentially vary from the Distribution of Emphasis across and within content clusters as items types with their different point values are distributed across the GLEs. Contractors should provide strategies that consider the maintenance of Distribution of Emphasis for both item types and points
Depth of Knowledge Levels and “ceilings” (See Section II)	Including items that assess the cognitive range of a GLE is designed to potentially assure that: 1) The assessment as a whole will not be too difficult; 2) Important information about student learning along the achievement continuum will not be lost.	<ul style="list-style-type: none"> • The general alignment protocol for this aspect is that a GLE should not be assessed above its “ceiling,” and to the extent possible at the “ceiling” and at least one level below the “ceiling.” • Bidders should include strategies to address the distributions across the levels and/or indicate any concerns or limitations that may arise from this specification. • Bidders should be prepared to work with the TSNE Partners content teams to solidify the Depth of Knowledge descriptors for reading, GLE “ceilings,” and appropriate item examples for each DOK level.

Draft Test Specifications Tri-State New England (TSNE) Reading Assessment

Components of Reading Test Specifications	Rationale	Bidder Flexibility
<p>Intent of use of Conjunctions “and”, “or”</p> <p>(See Section I and TSNE Draft GLEs in Reading)</p>	<p>The “ands” and “ors” were established to guide test developer’s sampling as it reflects the prioritization that occurred throughout the TSNE GLE development process.</p>	<ul style="list-style-type: none"> • Every GLE – meaning every GLE “bullet” (aspects of the GLE) - should be assessed by at least 1 item every year. • GLE aspects (“bullets”) may be combined within the same item (e.g., an item might ask for author’s point of view and to identify use of bias in the same CR item) • To the extent possible, elements of GLEs connected with “and” should be assessed every year. • Elements of the GLE connected with “or” can be rotated across years.
<p>Item Types:</p> <ul style="list-style-type: none"> ➤ Multiple Choice (1 point) ➤ Constructed Response (4 points) <p>(See Section III and TSNE Draft GLEs in Reading - Appendix A for Suggested Text Types by Grade and Appendix C – text Complexity by Grade Spans)</p>	<p>To provide item formats that include opportunities to explain reasoning, cite text references, and show content knowledge in reading.</p>	<ul style="list-style-type: none"> • The assessment at each grade level must include a distribution of both item types. • The total number of possible score points derived from multiple choice and from constructed response items should be approximately the same at a given grade level. • Common items at each grade level should include 2 long text passages and 2 short text passages with related MC and CR items, as described in Section III. • Text passages for common items should come from “authentic text” – with a long and short passage from both literary and informational text. • The testing period cannot exceed 2 hours for grades 3-5 or 2.5 hours for grades 6-8, across three testing sessions. • Potential bidders should provide the TSNE Partners with examples of rubrics to assess each of these item types. Each constructed response item will include an item-specific analytic scoring guide that includes the following: detailed descriptions of required performance at each score point. • Potential bidders should address the proposed design model <i>and may include ways to improve upon this test design.</i> • Potential bidders should provide a strategy and item design for assessing word identification (grades 3-5) and vocabulary strategies (grades 3-8) as part of the test design proposed.
<p>Multiple Test Forms</p> <p>(See Section III)</p>	<p>A common and matrix format is used to assure that the assessment is reliable and valid, is sustainable, and can be equated from year to year.</p>	<ul style="list-style-type: none"> • The assessment at grades 3-5 should include approximately 52 score points and grades 6-8, approximately 60 score points, with the proposed distribution of item types. • While there may be some flexibility in the distribution of item types, the number of MC score points should be approximately the same as for CR score points.

Appendix A: Nature of Tri-State New England Grade Level Expectations (TSNE GLEs)

Purpose of TSNE GLEs: TSNE GLEs are specified for the development of a common, large-scale, state level assessment. Partner states have or may include additional GLEs for use within each state for local assessment purposes.

Definition of a Tri-State New England GLE:

A TSNE GLE is a stated objective that is aligned with RI, NH, and VT standards, by grade. A TSNE GLE differentiates performance on concepts, skills, or content knowledge between adjacent grade levels, and as a set, leads to focused, coherent, and developmentally appropriate instruction without narrowing the curriculum.

Criteria for the Development of TSNE GLEs

- 1) TSNE GLEs **must** relate to the RI, NH, and VT standards.
- 2) TSNE GLEs should maintain a balance between describing a generalizable skill, concept, or piece of knowledge, **and** have enough specificity to differentiate skill, concept, or knowledge between adjacent grades, to make it clear to teachers what is to be taught and learned, ***without being so specific that it narrows the curriculum.***
- 3) TSNE GLEs should explicitly indicate cognitive demand (interaction of content and process). There should be a mix of cognitive demands at all grade levels, not an assumption that students in lower grades do less cognitively demanding work. (E.g., Routine skill/procedure, conceptual problem or question, multiple-step problems, problem solving, analysis, reasoning, etc.)
- 4) TSNE GLEs should be specific and clear enough to know how it will be assessed.
- 5) TSNE GLEs should contain language that describes expected performance so that a student's performance in relation to the TSNE GLE can be validly assessed for state assessment purposes.

Not assessable – E.g., “Develops understanding of plot..” or “Begins to use..”.

Assessable – E.g., Demonstrates understanding of plot by identifying and describing characters, setting, problem/solution, and plot.

Note: Test specifications might indicate the upper ceiling of that expectation for state assessment purposes or explicit strategies for assessing the TSNE GLEs. [For example: Demonstrate understanding of plot by: a) identifying and describing characters; b) given an incomplete story sequence, extend the story with a coherent “next step”; or c) given a definition of plot development, provide an example.]

TSNE Criteria for the Development of a *SET* of TSNE GLEs

1. The set of TSNE GLEs should be of comparable grain size.
2. Concepts, skills, and knowledge should be differentiated between adjacent grade levels.
3. The set of TSNE GLEs within a discipline and content standard reflects the relative importance as defined by the Balance of Representation.
4. The set of TSNE GLEs should promote coherent, focused, developmentally appropriate instruction, as opposed to isolated instruction *just* on topics, facts, or individual skills that need to be covered.
5. The set of TSNE GLEs at a given grade level (assuming prior learning) should be reasonable to adequately learn within a school year, and still allow for learning additional state and local expectations.
6. The set of TSNE GLEs should be constructed as a continuum of learning. Success in one grade should be a good predictor of success in the following year.
7. Success on TSNE GLEs across multiple years should be a good predictor of performance at the national benchmark years (e.g., NAEP).

Appendix B: Tri-State New England Reading Assessment Balance of Representation Study

(conducted with TSNE reading development committee September, 2003)

1. For each reading content cluster below, identify the curricular emphasis in each grade -
- what *should* the emphasis be (cite resources and/or research, such as NAEP, McREL, New Standards, Developmental reading Continuum, etc.) -- by indicating **high, medium, or low**.

Reading Content Clusters	Grade Span 3-5		
	Grade 3	Grade 4	Grade 5
Word Identification Skills and Strategies	high	medium	medium
Vocabulary Strategies/Breadth of Vocabulary	medium	high	high
Based on Evidence: (Citations, sources, pages) Core components of Competent Readers Program National and state expectation to read on grade level by end of grade 3 Research: vocabulary knowledge strong predictor of reading success Increasing text complexity			
Initial Understanding of Literary Text	high	high	medium /high
Initial Understanding of Informational Text	high	high	medium /high
Based on Evidence: (Citations, sources, pages) Increasing text complexity Increasing application to variety of text types Development Reading Continuum			
Analysis and Interpretation of Literary Text	low/medium	medium	medium
Analysis and Interpretation of Informational Text	low	medium	medium
Based on Evidence: (Citations, sources, pages) NAEP sample items New Standards and McREL Standards for Literacy			

Draft Test Specifications Tri-State New England (TSNE) Reading Assessment

Reading Content Clusters	Grade Span 6-8		
	Grade 6	Grade 7	Grade 8
Word Identification Skills and Strategies	low	low	low
Vocabulary Strategies/Breadth of Vocabulary	medium	medium	high
Based on Evidence: (Citations, sources, pages) More content-related reading in middle school Increasing text complexity and breadth of vocabulary at middle school Research: vocabulary knowledge strong predictor of reading success			
Initial Understanding of Literary Text	medium	medium	medium
Initial Understanding of Informational Text	medium	medium	medium
Based on Evidence: (Citations, sources, pages) Increasing text complexity Increasing variety of text types Developmental Reading Continuum			
Analysis and Interpretation of Literary Text	medium	high	high
Analysis and Interpretation of Informational Text	medium	high	high
Based on Evidence: (Citations, sources, pages) Increasing text complexity Increasing variety of text types NAEP sample items New Standards and McREL Standards for Literacy			

Draft Test Specifications Tri-State New England (TSNE) Reading Assessment

2. Assign *approximate* percentages of the assessment that should be allocated to each reading content cluster, based upon relative curricular emphasis identified.
(Remember that a minimum of 10 score points must be allocated for each reporting category.)

Reading Content Clusters (organized by Reporting Areas - in gray)	Percent of Points by Grade, for the beginning of grade...					
	3	4	5	6	7	8
Skills and Strategies: Word Identification and Vocabulary Skills						
Word Identification Skills and Strategies - R1	20	15	10	0	0	0
Vocabulary Strategies/Breadth of Vocabulary -- R2, R3	20	20	20	20	25	25
Comprehension: Initial Understanding of Literary and Informational Text						
Initial Understanding of Literary Text -- R4	20	20	20	20	15	15
Initial Understanding of Informational Text -- R7	20	20	20	20	20	20
Comprehension: Analysis and Interpretation of Literary and Informational Text						
Analysis and Interpretation of Literary Text -- R5, R6	10	15	15	20	20	20
Analysis and Interpretation of Informational Text -- R8	10	10	15	20	20	20
TOTALS	100%	100%	100%	100%	100%	100%

3. Identify *Approximate* Distribution of Emphasis of Score Points across Reading Content Clusters Consistent with Balance of Representation

Reading Content Clusters	2/ Begin 3		3/ Begin 4		4/ Begin 5		5/ Begin 6		6/ Begin 7		7/ Begin 8	
	BoR %	# of points	BoR %	# of points	BoR %	# of points	BoR %	# of points	BoR %	# of points	BoR %	# of points
Word Identification Skills and Strategies	20	10/11	15	7/8	10	5	0	0	0	0	0	0
Vocabulary Strategies/Breadth of Vocabulary	20	10/11	20	10/11	20	10/11	20	12	25	15	25	15
Initial Understanding of Literary Text	20	10/11	20	10/11	20	10/11	20	12	15	9	15	9
Initial Understanding of Informational Text	20	10/11	20	10/11	20	10/11	20	12	20	12	20	12
Analysis and Interpretation of Literary Text	10	5	15	7/8	15	7/8	20	12	20	12	20	12
Analysis and Interpretation of Informational Text	10	5	10	5	15	7/8	20	12	20	12	20	12

Draft Test Specifications Tri-State New England (TSNE) Reading Assessment

4. Are there sufficient items/points to assess the concepts and skills identified at a given grade ***for the proposed test design in reading***? For each reading content cluster, review the set of GLEs and their accompanying bullets against the number of score points and potential items types (MC and CR). Also, consider use of “ands” and “ors” within the GLEs and items linked to long or short text passages.

Content Clusters	Sufficient Points (yes/no) for Beginning of grade...					
	3	4	5	6	7	8
Word Identification Skills and Strategies	YES	YES	YES	-	-	-
Vocabulary Strategies/Breadth of Vocabulary	YES	YES	YES	YES	YES	YES
Initial Understanding of Literary Text	YES	YES	YES	YES	YES	YES
Initial Understanding of Informational Text	YES	YES	YES	YES	YES	YES
Analysis and Interpretation of Literary Text	YES	YES	YES	YES	YES	YES
Analysis and Interpretation of Informational Text	YES	YES	YES	YES	YES	YES

Recommended Distribution of Emphasis for TSNE Reading Assessment
 (with approximate number of score points, based on Balance of Representation
 Study for Reading

Reading Content Clusters	2/ Begin 3		3/ Begin 4		4/ Begin 5		5/ Begin 6		6/ Begin 7		7/ Begin 8	
	BoR	# of points	BoR	# of points	BoR	# of points	BoR	# of points	BoR	# of points	BoR	# of points
Skills and Strategies												
Word Identification Skills and Strategies	20%	10/11	15%	7/8	10%	5	-	0	-	0	-	0
Vocabulary Strategies/Breadth of Vocabulary	20%	10/11	20%	10/11	20%	10/11	20%	12	25%	15	25%	15
Skills and Strategies TOTALS	40%	20/22	35%	17/19	30%	15/16	20%	12	25%	15	25%	15
Initial Understanding of Text												
Initial Understanding of Literary Text	20%	10/11	20%	10/11	20%	10/11	20%	12	15%	9	15%	9
Initial Understanding of Informational Text	20%	10/11	20%	10/11	20%	10/11	20%	12	20%	12	20%	12
Initial Understanding of Text TOTALS	40%	20/22	40%	20/22	40%	20/22	40%	24	35%	21	35%	21
Analysis and Interpretation of Text												
Analysis and Interpretation of Literary Text	10%	5	15%	7/8	15%	7/8	20%	12	20%	12	20%	12
Analysis and Interpretation of Informational Text	10%	5	10%	5	15%	7/8	20%	12	20%	12	20%	12
Analysis and Interpretation of Text TOTALS	20%	10	35%	12/13	30%	14/16	40%	24	40%	24	40%	24
Reading Assessment TOTALS	100%	52	100%	52	100%	52	100%	60	100%	60	100%	60

Draft Test Specifications Tri-State New England (TSNE) Reading Assessment

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